

**CAC Retreat – Fall 2014**  
**August 11, 2014 – 9am – 4:30pm**  
**DP's House – 12980 Rivercrest Drive, Little Rock, AR**  
**Lunch provided & Happy Hour 4:30-6pm**

1. **C of Ed 2014-15 Goals/Action Plans** (+ alignment with UCA Strategic Plans/Goals)
  - a. Instructional Programs
    - i. CAEP Review Foundational Prep
      1. Assessments / Chalk & Wire  
 Donna is coordinating the new unit level assessments across programs and putting them into Chalk & Wire for Fall implementation. She will also be working with program coordinators on specific program-level assessment changes that will go into Chalk & Wire.
      2. Conceptual Framework?  
 We will develop a MUCH more simple conceptual framework with probably no more than 3 major concepts/constructs. Donna will lead a small team to draft the initial language, then see approval by Program Coordinators &/or PEU.
      3. Standing Committees?  
 The Diversity Committee will be named as a C of Ed committee, but the regular PEU standing committees will not become active for another year. The standing committees will be aligned with each of the 5 CAEP standards. Committees #1-4 will be kept reasonably small (e.g. 5-6 members) and members will be drawn largely from the Program Coordinators and perhaps supplemented with a few other relevant faculty from the PEU. Committee #5 (Resources, etc) will be staffed by the C of Ed CAC as Standard #5 deals largely with resource & administrative issues. (Committee #1 = Knowledge; Committee #2 = Clinical Experiences; Committee #3 = Recruitment/Admission/Selectivity; Committee #4 = Impact on Student Learning/School Conditions.)
      4. Program Coordinator roles?
        - a. Include or Exclude in Student Appeal procedures? After some discussion of slight differences between/among some of our appeal procedures, a decision was made to (1) wait to see if UCA approves a policy/procedures for dealing with professional/ethical misconduct & appeal issues; (2) in the interim, Gary Bunn will compare our existing policies to see if differences can be rectified. The general consensus was that if a group was to be involved in appeal procedures, the group should be a small representative group rather than the current provisions calling for the entire Program Coordinator group to be involved in some appeals.
    5. Other?
  - ii. HLC SLO assessments & CORE assessments

We will wait to hear from the Provost's Office about next steps in HLC-related assessments. We would like to see UCA accept our accreditation/program review student learning assessments rather than creating additional Student Learning Outcome (SLO) assessments. However, we will definitely need to engage in CORE/Gen Ed assessments for upper division CORE courses and capstone experiences.

- iii. NCTQ – review criteria/standards to see if minor modifications can be made to raise our ratings (Debbie Barnes) – Debbie Barnes will review NCTQ criteria/standards and advise CAC whether minor changes in our course syllabi or program literature could serve us well in the context of NCTQ reviews. Our materials are due to NCTQ for their next review in early December, 2014.
  - iv. Promote Summer programs & other ‘Programs of Distinction’ - Plans have been initiated to market and promote our summer programs for school-aged kids under a broad umbrella (e.g. “Junior University”). Further, the Outreach office can handle program registration for a very modest fee, so this may simplify administrative details for our sponsoring faculty.
  - v. Manage Enrollment – higher admission standards? (quality v quantity?) – We held a discussion on whether to become a bit more restrictive on admission in order to contain numbers in high enrollment programs where there are insufficient faculty resources (e.g. MAT program). After discussion, Tammy agreed to have a GA look into the impact of slightly raising the GPA admission requirement of the MAT program to assess the implications for student enrollment numbers and quality.
  - vi. Grad School policy/practice re: transfer credit, recency of coursework, etc – CAC held a discussion about recent Grad School response to student transfer credit issues, transfer course recency, etc. The conclusion was to encourage the Graduate Council to discuss these issues and consider if any policy changes need to occur.
- b. Staffing
- i. Administrative Assistants – roles & responsibilities – e.g.
    - 1. Technology inventory – faculty/staff/classrooms
    - 2. Background Checks, Mentor Teachers, Supervision Travel, etc
    - 3. Accreditation/Accountability support
    - 4. News/marketing support
    - 5. Other?

A long discussion was held about how responsibilities are distributed among the AA's. No definitive resolution was reached, but where balance and match of skills and responsibilities can be improved, we are certainly open to redistribution of responsibilities.
  - ii. Tenure, Promotion, & Advancement issues

See new guidelines regarding promotion and tenure procedures .... Most notably, the use of a 2" binder for all summary documentation with supporting evidence retained in notebooks that stay in the Dept Chair's office for reference by reviewers. Discussion was also held about norms and expectations for promotion, tenure, and advancement. Faculty who have sufficient years in rank to go up for review should seriously consider preparing themselves for a review as the salary adjustments associated with promotion and advancement are healthy increments .... i.e. \$5500 for Promotion to the rank of Professor, \$4000 for Promotion to the rank of Associate Prof, \$4000 for Advancement to Senior Lecturer/Clinical Instructor, and \$2500 for Advancement to Lecturer II/Clinical Instructor II.

- iii. Faculty Needs --- MAT program? Counseling program? Other?
  - 1. Small class sizes – Extremely small class sizes (e.g. single digit numbers) should be addressed. Multiple strategies may be used to address the issue, including offering low enrollment courses less frequently (e.g. on an alternate year basis), structuring courses that are subscribed to by multiple programs or student populations, etc.
  - 2. Oversubscribed programs (e.g. MAT, Counseling, PhD Leadership) – Request Provost and SBAC for any and all additional faculty lines that are defensible based on enrollment. Stop being prudent and ask for the stars & moon.
- iv. Academic Council concerns re: continued staffing for least experienced personnel

c. Fiscal Management concerns?

There may be a university-wide redistribution of M&O and/or Travel allocations to more nearly equalize non-personnel resources per full-time faculty in the university.

d. UCA routine management tasks – how do we help improve efficiency & effectiveness?

There is a need to simplify procedures so that routine management tasks can be handled more expeditiously and with fewer errors. The Dean will bring this issue up with the Provost and/or COD. **A REMINDER: Dean's office needs to return PAF's to originating unit as soon as the approved PAF is returned to the Dean's Office.**

2. **C of Ed Long-term Goals/Plans** (see also UCA Strategic Plans/Goals)

- a. Promoting & Sustaining a Professional Culture of Creativity, Productivity, Growth
- b. Meeting (yet simplifying) Regulatory, Accountability, & Accreditation Demands
- c. Leadership Succession Preparation
- d. Credibility and Respect of College – especially among UCA academics

The above goals were discussed and will be included in the 2014-15 Annual Goals,

3. **Other**

- a. Student Appeals – academic issues (UCA policy), ethical/professional behavior (C of Ed policy), other (PEU policies) – [discussed above](#)
- b. Other?

#### 4. COD items (as of Aug 4, 2014)

- a. Will continue to get Summer Incentive \$\$ based on SCH production
- b. An additional \$123k is being allocated to faculty travel --- not sure of distribution formula details, but will be based on number of full-time continuing faculty
- c. Will again get \$50k in rollover monies for capital expenditures (equipment, facilities, etc)
- d. Replacement faculty positions --- about 2/3 thru list, so not finalized.
- e. Equity/Merit\$\$ not applicable if new appointment
- f. Faculty Load --- rough guidelines = 60% teaching (4 courses per semester), 30% Research, & 10% Service
- g. Faculty Mentoring v. Staff Advising
  - i. student retention issues
  - ii. career opportunities relevant to majors
  - iii. RSO's role in student retention???
  - iv. differentiated faculty load issues
  - v. faculty evaluation re: advising responsibilities
  - vi. By AUG 30, draft preliminary ideas to advise/support Freshmen/Sophomores – especially 7-12/K-12 teacher ed students who may otherwise 'fall through the cracks' – Gary Bunn will draft initial list of activities already in place and Diana Pounder will develop from there.**